

CHILD STUDY

A JOURNAL OF PARENT EDUCATION

APRIL, 1938

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FIFTEEN CENTS A COPY VOL. XV, NO. 7 ONE DOLLAR THE YEAR

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CHILD STUDY entered as second class matter March 3, 1926, at the Post Office at New York, N. Y., under the Act of March 3, 1879. Copyright, 1938, by Child Study Association of America, Inc. Published by the Child Study Association, 221 W. 57th Street, New York, N. Y. Eight months, October through May. Fifteen cents per copy, one dollar a year. Add twenty-five cents for all foreign subscriptions.



HEADLINES

How shall the family spend its vacation? Together or separately? At home, at camp, or traveling? The Child Study Association invited representatives from many related fields to discuss these questions in a conference on "Summer-time and the Family." In this issue CHILD STUDY reports, in brief form, some of the significant presentations made at this conference.



We all think of summer-time as playtime. Yet play is more than a pastime. And playmates are more than accessories to play. In this issue Clara Lambert, Associate in Teacher Training for the Summer Play Schools of the Child Study Association, discusses play as a basic need and important form of expression in childhood. Playmates and their place in the child's social development are the subject of an article by Lee R. Steiner who has been a special lecturer for the Illinois Society of Mental Hygiene and is now on the staff of the Speakers Bureau of the Child Study Association.



The civilized world is faced with the by-products of aggression in individuals and nations. Is aggression rooted deeply in the race? How shall we manage its expressions in our children? The next issue of CHILD STUDY will discuss "Aggression in Children."

J. F.



PLAY AND PLAYMATES

WE HAVE come a long way in a comparatively short time in our understanding and attitude toward play for children. Most of us are familiar with the point of view, held not so very long ago, which interpreted play as sinful; and practically every adult can recall when play was generally regarded as a waste of time. Our present evaluation of children's play marks a right-about-face from this old outlook. Far from condemning play, we now hail it as one of the most significant ways through which adults can learn about children, as well as being, in itself, the most natural and meaningful activity for children. It is through the recent findings on children, gathered in play situations under controlled conditions, that psychologists and psychiatrists have given us such valuable material and insight, particularly about young children. Through such research we know that it is while at play that children reveal their innermost feelings, interests, thoughts; through it they live out and extend their experiences. It is through play that young children first begin to learn the intricacies of living.

COULD any time be more ideal for children's play than summer? Singularly free from too much routinization, it offers the greatest opportunity for play experiences and consequently affords us rich insight into the behavior of children.

HOW CAN one achieve a setting which will allow for the best opportunities for play? It is true that most of us cannot, on our own, provide the space, equipment, materials and leadership required. Fortunately this does not mean they are unattainable. For those to whom camps and similar opportunities are unavailable, other avenues may be found. In this issue some new ways of groups cooperating to find better ways of utilizing summer-time opportunities are described. Groups of parents, who have similar needs, can join forces in influencing schools and other public agencies to release their facilities and space to the community. Perhaps in time they will provide, too, the leadership and materials needed. In the meantime, it has been shown that parents, through their own efforts and from their own ranks and resources, can be responsible for the latter. By pooling their planning and resources, play opportunities can be enlarged and enriched to an undreamed-of extent, and the time of the year most suited to their best use can be made more fruitful.

Adele S. Moseler

Play for the Modern Child

By CLARA LAMBERT

PLAY in its deepest and broadest sense, is a great bridge over which children must pass in order to grow up, to make the journey from childhood to adulthood satisfactorily. Analyzing play in terms of our industrial culture of today, which is very new and still growing and changing, one outstanding conclusion may be reached: despite the need for play, and the fundamental drive toward it, children living in towns and cities have had this impulse warped. Too often their play becomes largely destructive. Though they may try with every muscle and emotion in their bodies to play, our machine culture has narrowed this great impulse to a passive kind of "spectatorism" or at best to an almost exclusive pursuit of organized games. A population of "lookers-on" makes possible organized football, baseball, tennis, and swimming meets to which thousands of fans come only to sit and root. Statistically, the numbers of those who merely watch and find their enjoyment in shouting and yelling for a favorite player, far exceed those who actually play.

The need to rescue play and restore it to health began to be felt in the latter part of the last century when the effects of industrialization, urbanization, and immigration, were changing America. Great factories attracted large groups of native workers from farms. Immigrants, too, pouring in from Europe, manned these factories by the thousands. They were forced to live in quarters close to the factories. Cities grew, factories expanded, and living conditions became increasingly congested. As population grew, space for play almost disappeared; the content of play itself thinned out. What had been taken for granted as a "God-given right" to children, developed into a privilege; space became costly—and it is space which children require for play. As traffic increased, cars and trains became a threat to life itself; as congestion grew, leisure time became a liability, not an asset; and as open lots and play spots decreased, play still went on, as it had from the time of the caveman, but under increasingly hazardous conditions.

In the agricultural period of life in America play was no problem. Space was cheap, and adults and

children shared many experiences together. It was still the home which was solely responsible for passing on to children health habits, orderliness, craftsmanship, materials, tools, standards of conduct, obedience, and manners. Boys learned occupations from their fathers or were apprenticed to men who could teach them to be artisans, doctors or lawyers; girls learned housewifery from their mothers. Children were close to first-hand sources of living. They did not have to play farmer, carpenter, shoemaker or tailor or nurse, for they saw these occupations being lived around them. Work and play were closely allied and children participated in them, both in and out of the home. They had real satisfactions in using their hands, in learning by doing, and in seeing the relation between the beginnings of processes and the ends for which they were produced: how the cow was the source of milk, butter, meat, and shoe leather. They saw the "cow cycle" from the time of calving onward. Today's children are so far removed from all this that they must be taken on special trips to see some of the simple first-hand sources of living to give content to their play; for the experiences of seeing, knowing, and relating are an integral part of play.

There were also emotional values which resulted from being within visiting range of relatives. The breaking down of large group contacts today has given children less varied human experiences; knowing fewer people intimately has narrowed their outlook. A grandmother, an aunt, an uncle, a cousin-once-removed, gave children an insight into human contacts which cannot be replaced by the "papa, mama, and baby trilogy." As a result of all these influences our children have fewer life experiences to recreate in their play. Our new culture has surely and rapidly stripped play of its rich content.

Thus play today has a different meaning and makes new demands upon parents and teachers. For we are challenged with the necessity of providing kinds of play through which children may learn the current mores, occupations, arts and ideas, as well as the use of their bodies. To do this we must first understand the nature of play in terms of what it means to chil-

dren as well as in terms of today's needs.

In children's play, the universe is reflected; through it they experiment with the world they know by repeating in some medium—games, dramatization, paint, clay or song—things which have made an impression on them in reality or phantasy. If, as it happens, we are living in an age of rapid transportation, it is inevitable that much play activity will center around trains, cars, airplanes, buses and boats. If family life is changing as it is today, the effects of new relationships—divorce, broken homes, unemployed parents—will appear in children's play. In an atmosphere which encourages truthful expression, children will bring their emotional experiences from the inside of themselves to the outside; they will express symbolically those feelings of violence, gentleness, cruelty, and envy of grown-ups which comprise such a large part of their emotions. If they feel conflicts and insecurity in their inner world, children will recreate them in their own way.

Writing about children's play, Freud says: "We see that children repeat in their play everything that has made a great impression on them in actual life. . . . It is clear enough that all their play is influenced by the dominant wish of their time in life: viz., to be grown up and to be able to do what grown-up people do. . . . It is also observable that the unpleasing character of the experience does not always prevent its being utilized as a game. In the play of children, we seem to arrive at the conclusion that the child repeats even the unpleasant experiences because, through his own activity, he gains far more mastery of the strong impression than was possible by mere passive experience. Every fresh repetition seems to strengthen this mastery for which the child strives."

For example: some refugee children came over recently from Spain. Aboard the boat they invented a game called "airplane." It was described by a passenger as follows: "One of the players, the leader, made a sound like an airplane in flight; then a noise like an exploding bomb. The other children ran away to hide under deck chairs or other sheltering objects. After they were safely hidden, the leader proceeded to find them. The last one discovered became the leader, and the game was repeated." Everything is grist for this mill—of play.

Accepting this broader meaning of play, we would like to know how to provide the best environment and stimulation for its free expression. To begin with, there is play as muscular activity. In the home much of it must be suppressed. Parents notice but do not always appreciate the meaning of children's incessant

movement. This constant running up and down stairs, piling up of books or other objects and jumping over them, arranging chairs, bouncing on beds and sofas—all these things are one phase of play. Outdoors, climbing, skating, bouncing a ball, balancing and sliding serve the same purpose. Since to many people play means games and sports almost exclusively, it may be well to begin with the most popular conception.

Games which have more content than organized baseball are "cops and robbers" or "cowboys and Indians," modeled after the simpler pattern of "Run, Sheep, Run." These tend to be the games which children play most avidly out-of-doors. They have a positive value in that they make use of running, chasing, imprisoning, tying up, jumping and shouting. These games have further importance—they express emotions. Feelings of hostility, hate, power, and so on, which children are not permitted to express directly can have a healthy release in this type of play.

ORGANIZED athletics, too, have a definite place in the outdoor play scheme, for they require the use of the body under more rigid and controlled conditions. But for the very young child organized games are not suitable; he has not had long enough experience in using his body. He prefers games which have a repetitious character and a definite form of ritual.

Muscles and movement are used in informal dramatic play also, for children do not departmentalize play as we do in this discussion. Play in which the child draws his inspiration from the environment takes on two aspects: through it he reproduces the physical world around him and works out his emotional and social attitudes, prejudices, and inchoate feelings. What he has experienced and what he feels is reflected in his play.

Thus a little girl playing with her dolls reproduces the daily round of household tasks and family care which she knows so well, expressing at the same time her wish to have the power and importance of her mother. And the little boy, pretending to repair his automobile, copies a work pattern which he has observed minutely, and finds a peculiar satisfaction in pretending to be a grown-up man with a car—a powerful person like his own father.

Since one of the values of play is that it can make a bridge between the child's world as it is and the world as he wishes it to be, the means by which he may accomplish this require special consideration. Dramatic play assumes different forms for different ages. For many children, and particularly young chil-

dren, there is a real need for dramatic play which is solitary. Through it the child explores his inner world more intensely and has the time to do something with his discoveries. He pushes a train on a track, being either the train or the engineer. He talks to himself or to another imaginary child. He expresses his anger often, though not always, by way of materials—blocks, toys, paints or clay. He can, for example, knock down his blocks, smash a piece of clay, or pretend to be a driver having accidents. He may act or paint a picture of action. His play may involve destructive automobile accidents or many kinds of constructive transportation.

As children grow older, dramatic play changes. Usually more children are drawn into the play; there is likely to be a leader with a number of followers. The grouping itself is significant. The child with the most ideas and emotional urge to express them organizes the play and tells the others what to do. "You be the mother, you be the father, and I'll be the doctor." There is nothing permanent, however, about this assignment, for as the play evolves and children begin to vent their feelings they often change their rôles.

From ten to twelve, their deliberate dramatizing has more organization; nevertheless, children of this age do play as spontaneously as younger children, when they are out on the playground. Here, free from the restraints of indoor space, they express timidity, bravery, courage, cruelty, hate and love more crudely than they do in their organized dramatic play. A game such as "strike-breakers" which follows old forms but reflects the modern scene is an example of such play.

This expression of vague feelings through dramatization satisfies the same need in children as conversation and thought do for the adult. For as the child dramatizes he talks and probes and finally makes acceptable to himself his own confused feelings. Certain fears—birth, death and illness—occupy the minds of most children. There are family situations which create personal feelings which cannot be expressed directly; and many of these feelings, thoughts and emotions are released in play. Very often the version is not fantastic but very real and recognizable. In dramatizing his feelings, the child literally turns himself "inside out" in order to express and understand his personal relations and his own vague fears.

Thus the value of dramatic play both indoors and out lies in the opportunity it gives children to express their inner lives in a socially acceptable way. Besides this important function, it offers children a way of expressing their intellectual curiosity.

Other vital forms of play, such as construction, painting, designing, modeling, music and writing, need a few words of their own. Children crave a chance to use their hands. Machines have lessened the handiness of individuals in our culture, but the desire to exercise this function is still great. When young children are playing train and discover the need for a new engine or freight car, hammers, nails and wood become necessary as part of play. Construction for the sake of handling materials is also part of play.

LANGUAGE, too, is an important play tool, yet it becomes stereotyped early in childhood. Of all the arts, it flowers as such for the shortest time. Very quickly it is made over into a medium for delivering content or factual information. When the young child says, "My father is the biggest man in the world—bigger than the Empire State—and he can reach a cloud," what do adults do? They show by their attitude, spoken or unspoken, that they are dubious of such stories, and the child soon learns to restrain this form of expression.

The young child talks to himself as he plays, making up syllables to reproduce sounds or words to fit the play, such as choo, choo, or boom, bang. A young child will call a razor a "shave" or a rainstorm a "big squirt." He uses his language as he would a piece of clay. He makes his words express every shade of feeling, curiosity, joy or action. Evidence of his love of words for their own sake is his love of repetition and nonsense like Mother Goose rhymes. A child will hit upon a word which lends itself to repetition and variation, like "tool, spool, mool, dool," and so on endlessly, enjoying the unexpected sound and the pattern. Pattern in words, like design in paint, offers great satisfaction.

With the use of language first as play, then as creative activity, and finally as a new tool with which to examine the environment, the child steps into a larger world in which play, emotionally and artistically, is enriched by the vicarious experiences which reading and language give him.

Even from this brief glance at some interpretations of play, we can see its complexity because play manifests itself through dramatization, art, and physical activity. It unites a multitude of experiences, emotions and thoughts. It is a preparation for life: it results, if adequately expressed, in helping the child to understand the daily life around him as well as his own feelings, and in carrying him into adulthood with a sounder emotional development.

The Parental Rôle in Children's Friendships

By LEE R. STEINER

EVERY individual at one time or another hits upon an emotional snag which forces him to take inventory of his attitudes toward other people. Parents hit such snags very often—their lives, in fact, seem to be a series of such challenges. Nowhere in child rearing is the challenge more acute than in the parent's relation to his children's friends for this relationship reveals his hopes and fears, all his feelings of confidence and insecurity about his child. Most parents have a pretty clear picture of the type of friends they want for their children. It would be very gratifying to many of us to be able to form an ideal in this regard and to carry it out without friction.

But even if it were desirable for us to select children's friends for them, it would hardly be possible. Parents do not rear their children alone. From the time a youngster becomes a social being he is subjected to other influences: teachers, dancing instructors, camp counsellors, club leaders, the pediatrician, the minister, and the children he meets. These other influences are sometimes so strong that they outweigh those of the family. A whole neighborhood in a small city was recently thrown into a state of excitement by a principal who allowed a colored family to register in the school and insisted that the children include these newcomers impartially in their play. The attitude of the principal, a woman whom the children respected and loved, prevailed above the attitude of the irate parents. When standards conflict in this way the child must often choose between his loyalty and respect for his parents and his loyalty and respect for others very dear to him. We should be tolerant of his predicament.

We must respect also, his deep need for being accepted by his playmates. Play, as you know, is an intense emotional experience to a child, something he does not divorce from the routines of life in the same way as does an adult. The child abandons himself completely in this expression and lives it sincerely. When your eight-year-old son comes home in tears to tell you that he has been put out of the football game, that the boys don't want him in the game, that they call him a "shrimp," you may be able to look at the matter philosophically in terms of ten years from now and tell him, "Forget about it. They're only a bunch of rowdies anyhow." You

may be able to forget about it, but he can't. He is living through an acutely painful experience.

His problem should be as important to you as it is to him. If you belittle the significance of his crowd, you will not impress but antagonize him. His disappointment will remain just as great. He needs your counsel. How will you give it? In the only way you can do it, and that is in accordance with your own attitude toward life and disappointment. It may be that you consider it a mark of weakness to accept any kind of defeat. If so, you will probably take your son out into the backyard and try to coach him in football until he can excel any boy his age, large or small. You will tell him that by hook or by crook he must get back into that game and show them that he is as good as the rest of the crowd. If, on the other hand, you are inclined to be more easy-going, you may tell the boy that all of us must learn to face the fact that there are certain areas in which we are weak, that maybe football is not the place for a boy who is small for his age, that, perhaps, he should go over to the skating pond instead where there is always a jolly crowd. Would he like a new pair of skates? Neither of these approaches is cited as an example of the ideal method of treating such a situation, but rather as an example of how we will guide our children in terms of the method we have worked out for the solution of our own life problems.

A parent must try to see his child's social life in the same terms in which his child sees it. One who has had a rich play life in his own childhood will not have much difficulty in appreciating the child's emotions. The parent who has not may really have little basis upon which to build such an understanding. He will tend either to belittle the importance of play life because he thinks he has managed successfully without it, or, feeling deprived himself, to magnify the importance of play and freedom, and protect his child from all responsibility. The child develops into a well adjusted adult by a balance between freedom and responsibility. If either is over-emphasized or neglected he is apt to be more than a bit one-sided.

Just as we value play somewhat in the light of our own play experience—so also we react to our children's friendships in terms of our own social adjustment.

How do you choose your friends? How important are they in your life? Do you cultivate only those friends who are social assets to you? Then you will tend to discourage those associates who do not seem to you to be social assets to your children. Do you choose friends because of their financial status? Are your associates merely a matter of convenience and proximity? Or does friendship have the intense, personal meaning to you that it does to the child? If so, you will understand why Cynthia has been weepy since Mary Lou moved away, and you will allow her to go to Mary Lou's home for an occasional week-end and invite Mary Lou to visit you. You will not feel, "Oh, well. She is only a child. She will forget soon." You will understand the intensity of her present loneliness.

The difference between the child's concern in terms of the present and the adult's ability to relate himself more calmly to the future was cryptically expressed by a ten-year-old girl who was complaining to her uncle of her unhappiness at home. She could see no solution other than that she should be allowed to go to boarding school. "Now, listen," the relative admonished, "You're a bright girl. In five years you will have finished high school and can go away to college. What's the use of making all that fuss now?" "In five years, Uncle Jim," the child gasped. "Why five years is half my life!" You will remember that.

YOU who share this deep concern with friendship will treat your children's friends with delicacy—even the friends of your three-year-old. Observe her at a tea-party in the back yard with her little friends. You will find her putting into use all of the social graces she has unconsciously absorbed from her home; consideration for the comfort of her guests, proper decorum at the table, pleasant conversation, as well as the muscular manipulations involved in being hostess at tea. This is, for her, a real social occasion. Do you give her guests the same consideration you would give your own guests? When twelve o'clock comes and you find that you must send the children home, how do you do it? It is not uncommon for a mother to interrupt such a party abruptly with, "Lucille and Bobby, you had better go home. Annette must eat her lunch now." She would not speak that way to the friends of her fifteen-year-old. It would be more courteous to ask, "Lucille and Bobby, isn't your mother waiting for you to come home?" She would achieve the same results and, at the same time, give her child a more helpful pattern.

It is not hard to show such graciousness when our

children select friends of whom we approve. But parents must at one time or another face the problem of having children select friends whose standards seem inferior, whose influence deplorable. Jane is getting too chummy with that awful MacDonald child: now she wants a pair of high-heeled shoes; she is using lipstick; she came home from school yesterday half an hour late; you found a *True Story* magazine under her pillow; you hear that they are planning a party with boys. What next? The usual reaction is to blame that MacDonald child; she is just a bad girl, without breeding, who has inflicted herself on your child and insists on leading her astray. In extreme agitation over such a situation parents have been known to go to the MacDonald home and warn the MacDonalds to keep their daughter away from Jane. Usually the parents are much more subtle. They suggest to Jane that she might select friends more worthy of her and of her breeding. When persuasion fails, they may insist that she give up the relationship. But affection for one's chum is very real and intense in adolescence. The parents have thus forced a confusion of loyalties, and gone into competition with the MacDonald child for dominance over Jane.

Why should the parents and the child have standards so divergent? Somewhere along the line they have not kept up with Jane's development. Do they honestly know the kind of child they have and the social setting in which she finds herself? What does Jane find so attractive in this girl? Does she obtain knowledge from her friend that her parents will not give her? Is she really so different from the MacDonald girl? It is much easier to blame the standards of the other child than to admit that you and your own child do not fit into the same pattern of life, that you no longer see eye to eye. What is she doing that is so bad? Are Jane's interests really abnormal or undesirable for a girl of her age today? How about the other children in her school and in the immediate neighborhood? Social conformity is very important to children. Are the parents perhaps still applying the standards of their own youth and expecting that present-day youth will likewise abide by those standards? Maybe mother didn't wear high heels and use lip rouge when she was Jane's age. What does that prove? Nothing—except that she didn't use lip rouge and Jane does. Is there any honest reason why Jane should not associate with the MacDonald girl, in terms of her own future and her own peers?

If Jane's parents can evaluate these facts honestly,

and are still convinced that the association is a destructive influence, what can they offer her as a substitute? Sometimes it is helpful if we can remove the child physically from the influences of which we disapprove. However, it is more important to provide her with constructive interests that are just as exciting, and to help her make new contacts and to find new companions. But no such measures will work unless her parents also meet the emotional need which fostered this friendship. Why did the child choose this friend? A few extreme causes might be a conscious or unconscious protest against home standards that are too strict, a need to hit back at the parent, a feeling of inferiority to more desirable companions, or more simply the fact that Jane drifted into this relationship because she was bored with life as she found it—in each case the answer will be different.

One finds a minimum of friction regarding children's friends in families where there has been no obvious change of standards, where the educational and cultural patterns of both generations are similar. One finds complications more often where the standards are changing, as among the children of foreign parents who have not assimilated the new social patterns. The strains on these parents are tremendous. They realize that they cannot use as guides the patterns under which they were reared. Yet they would like their child to profit by their experience in life. Michael should be studying harder if he expects to be a doctor, he shouldn't be wasting his time playing baseball in the street all day. Yet Michael says that this is the American way of doing things. And it is not always such a healthful outlet as baseball that he chooses. Michael, in his zeal to be a three-hundred-per-cent American, may actually have selected as his friends the ne'er-do-wells of the neighborhood just because they were not foreigners. Rural families who have migrated to the city have the same situation to meet, but in a lesser degree. The parents are relegated to the classification of "yokel" and the child makes a compensatory adjustment.

WHAT of the child who does not seem to want friends? Has the parent any responsibility here? We all know people who have preferred to be alone even as little tots. Some of them are very bright. They may learn to read at an early age and become absorbed in cultural subjects while other children of the same age are still just "silly little things." They may even be young geniuses and have their Ph.D.'s by the time they are nineteen. And what heavy company they turn out to be!

But not every shy child will become a genius. One sometimes finds that the parent who is unusually ambitious academically for his child will unconsciously seize upon this shyness as an excuse for his child to concentrate all of his energies upon his studies. Or the parent who needs to absorb the child emotionally finds a ready rationalization for this desire in the fact that "he just isn't the kind of boy who mixes well." Perhaps he doesn't. That does not automatically mean that he will be a genius. He may turn out to be just another of those miserable adults who crave the company of human beings yet are afraid of them. One must help the shy child to overcome his fears of other people when he is very young. His social problems become intensified as he grows older, partly because he grows increasingly less familiar with the things the other children are doing. Sometimes it may be necessary to give such a child individual tutoring in play and skills before making any attempt at introducing him to a group. If one is planning group activity for such a child, it is better to interest him in an activity such as swimming where he can work more or less by himself, absorbed in learning a skill, until he grows accustomed to the play situation and can have the courage to use the skill he has learned in a more competitive aspect such as a race. But long before he is thrust into a group situation of any kind, the shy child should have more individual social experiences. One child at a time invited to luncheon or to share a trip or treat will not terrify him. Gradually social contacts can be built up from such a start. We cannot hope to make a gregarious individual out of him, but he should be able to relax sufficiently to have a social life that is fun with a few individuals his own age.

ONE cannot ignore the importance of the parent's own friendship with the child. There is no friend like an understanding parent. He is, however, a different kind of friend. When a boy says, "My dad is the swellest pal a guy ever had," he is thinking of his experience with a man to whom he can turn in any kind of trouble being sure that he will find understanding. He does not mean that he and his dad are constant playmates. The relationship is an entirely different one from what the boys have in mind when they comment, "Jim's dad's a pain in the neck. Why can't he act his age?" They have little use for the man who is trying to be a child at the age of forty-two. He insists on building castles out of the youngsters' blocks, he wants to be pitcher in the base-

(Continued on page 222)

SUMMER-TIME AND THE FAMILY

There is an increasing tendency to view summer vacation as a time not only for relaxation but also for growth and stimulation for the whole family. In order to focus attention on summer-time opportunities and to suggest ways for making more fruitful use of them, the Child Study Association held an all-day conference for parents and educators on March 15th at the Hotel Pennsylvania in New York City. The following pages, under the headings of "The Family on Vacation Together," "What Has New York City to Offer the Family in Summer?" "Camps and Camping," and "Special Interest Groups," give résumés of some of the addresses presented at this recent conference on "Summer-time and the Family."

The Family on Vacation Together

The Family Camp

Several years ago Teachers College instituted an experiment in the field of organized camping known as the Family Camp. This new development was an effort to solve the problem of how to bring a closer integration between the summer camp and the home. The need of this closer relationship between camp and home grew out of a realization that the camp experience might prove only a fleeting episode rather than a permanent force unless efforts were made to bridge the gap that exists between most camp environments, usually rigidly controlled, and the entirely different home background of the child.

The family camp instead of separating the child from his parents for two months, offers the entire family an opportunity to live together in a congenial group. Mothers are relieved of their household duties. Children play with others of their own age in groups supervised by trained leaders. The program for the younger children is similar to that of nursery school while older children take part in activities such as swimming, organized games, dramatics, arts and crafts—a program similar to those found in many progressive camps. The family atmosphere leads to a more informal and leisurely program than obtains in most organized boys' and girls' camps. The staff, trained in child guidance, is always available to parents for conference or informal group discussion.

What are some of the unique contributions the family camp may make to richer parent-child relationships? Mothers, relieved of the constant supervision

of children and confining household tasks, become much less impatient and much more livable sort of persons. Parents and children have an unusual opportunity to do interesting activities together. Fathers especially are stimulated to spend more time with their children doing interesting things. They swim, go on hikes, play games and, in general, function paternally in a more all-around way. Some fathers have never had the opportunity or the inclination to develop skills and interests which lead to a closer relationship with their children. If the vacation period is spent together happily, there may well be a carry-over into the life of the family for the rest of the year.

Perhaps, most important of all is the opportunity parents in a family camp have of viewing themselves and their children through the eyes of others. They observe the behavior of their own and others' children in many group situations; and, through talks with other parents and staff members, come to a better realization of the needs, interests, and abilities of their children.

The child, in addition to participating in group experiences not unlike those obtained in any good camp, is a part of the family in a pleasant environment. This combination of camp and family experience, not too unlike the all-year-round environment, seems to provide a better basis for the carry-over of desirable attitudes and behavior than does the usual camp situation. In the family camp, children often eat, sleep, and engage in other activities with families of their friends. They learn that all family practices and values are not the same. Anthropologists have pointed out that in other cultures such free and easy

shifting apparently has definite benefits. Is it too much to suppose that from such contacts may come a greater tolerance and a better understanding of human relationships?

JOHN P. ANDERSON
*Teachers College
Columbia University*

An Experiment in Family Living

About eight or nine years ago, a small group of parents found themselves living for the summer on a piece of land that had once been a farm in Connecticut. It had all the specifications of an idyllic retreat where children might romp about and enjoy nature and where parents might relax, as well as share the summer experience with their children. Among these parents were several professional educators who had chosen this way of spending the summer because while it gave them an opportunity to be with their children it also gave the children a chance to be with other children. It was quite late in the season before they discovered that a summer's experience means more than just having woods and fields to romp in and companions to romp with: it means learning to live in the country and to abstract the maximum from this environment. And so a young girl was engaged to "do things" with the little group of six or seven children.

The following summer a few new residents were added, and the mothers formed a kind of executive committee whose duties consisted of interviewing and hiring counsellors, planning a program for the children, and administering the details of purchasing supplies, taking the children on trips, getting books from the library and helping wherever such help was needed. Then came the problem of housing two counsellors. This was met temporarily by the use of a lower floor of someone's house. The next problem was to feed them. The parents hit upon a plan—as old as education itself, I suppose—of routing the counsellors so that they ate with each family a certain number of days.

Now that the adventure was launched the executive committee began learning fast. It discovered that there were parents who thought the summer should be devoted to rigorous athletics and routine; others wanted their four-year-olds to learn to swim and stood on the banks of the brook shouting directions at the hapless children floundering about in the water. It discovered also that the impact on the parent of the child living his own life in his group was something to reckon with. So by the end of the second summer,

the school committee had to add a new department—a parent adviser.

As the community grew it was necessary to increase the number of counsellors—and to provide permanent housing for them and for the children's play on rainy days. The parents raised extra money, and gradually the fee had to be raised from fifteen dollars for the summer to thirty-five, to build a porch, buy materials, and improve the equipment. These play groups not only became the nucleus of activity for the parent group, but also attracted more and more people until we have a register today of over fifty children, with eight counsellors.

The work of the parents' committee grew more and more complicated. There was the problem of getting the right counsellors for this particular kind of environment. The camp counsellor was usually a specialist, while this setting required someone who could take charge of a group as well as teach swimming, or carpentry, or painting. After some trial and error they tried to get people with some real living experiences to offer the children, believing that, relieved of the responsibility of much of the physical care that goes with the ordinary camp, these people might give of themselves more generously. One summer, for instance, they had a young forester who had never handled children but who knew so much about the woods and a number of other things that the children trailed him like sheep. For the older children there was a young man who was able to do everything from playing the accordion and singing Irish folk songs, to building an outdoor fireplace and sailing a boat. He stirred the older children into enthusiastic willingness to tote heavy loads of stone and mix cement with a "whistle while you work" attitude.

The program was never fixed but was always changed to make the most of what each counsellor had to offer. Last summer the oldest group, now twelve and thirteen, built a house in the woods, painted murals, and constructed an outdoor fireplace. Besides sailing, playing tennis and games, and singing around an open fire, they learned how to really work together.

The effort has been made to adapt the environment—to probe it and extend it. This has yielded gratifying results in spontaneous work and play, cooperative group living, and an appreciation of numerous contributions from counsellors and parents.

CLARA LAMBERT
*Associate in Teacher Education
Summer Play Schools
Child Study Association*

The Vassar Summer Institute of Euthenics

The Institute of Euthenics held each summer on the Vassar College campus is a laboratory for parents and teachers to which they may withdraw for a little while from the busy life in which they find themselves and orient themselves to life itself. The Institute in its six weeks' session has as its aim to supplement the usual undergraduate curriculum in the fields of physical and mental health, nutrition, child development and household technology. Opportunity is offered parents to go to Vassar for from one to four summers to learn the latest methods of dealing with children. The adults are housed in one college dormitory and children live in another dormitory with the teachers — each child in a single room.

The adults, freed from the usual duties of mothers and fathers, enjoy tennis and golf together, as well as stimulating lectures and discussions on significant questions which today confront educated men and women. The younger children use the playground and equipment of the Vassar nursery school—while those of school age add to their experience by trips to the college farm, the boats on the river, and so forth. Up to the present time, children from two to eight years have been admitted, but this summer the age limit has been raised to ten years. With this a greater flexibility in living arrangements for the whole family will be possible — and a new playground allowing for more activities is being opened.

For the adults this coming summer there is a promise that individual programs will be worked out to meet specific interests and needs of parents, teachers, and professional men and women.

New kinds of laboratory experience will be developed so that students with specific interests will have the opportunity to continue work already under way or begin on new projects. Outstanding specialists from all the fields of human relations will lecture, lead discussions, hold conferences and cooperate with the regular summer school staff.

The Institute is unique for two reasons, first, that it cares for the children who come to the Institute for twenty-three hours a day; secondly, that the content of the courses is not spread out in the beginning of the session, but each course develops in answer to the needs and questions of the people who are present.

The Institute draws its students from every part of the country, and from all age groups. Sometimes the children are accompanied by their grandmothers. One

grandmother took her grandchild to the Institute in the hope that the child would receive sound training and that she (the grandmother) would find something in which to be interested. The result was that the child found something to interest her, and the grandmother got all the training.

FAY MACCRACKEN STOCKWELL
*Field Secretary, Summer Institute
of Euthenics, Vassar College*

An Experiment in Neighborhood Cooperation

The Community Association for Co-operative Education of Morningside Heights and Manhattanville sections of New York City is a group of neighbors incorporated as a cooperative. We have received a grant of \$2,000 from the Patty Smith Hill Foundation of Teachers College for the purchase of a farm. After much traveling and shopping a ninety-four acre place was finally selected near Monticello, New York.

Here our Association plans to operate a family camp. The membership in the Association has no restrictions as to race, creed, politics or color. It may seem a strange time in the history of our world for anyone to raise the question of the League of Nations, but some rare souls, such as Dr. Hill, are unwilling ever to say "die." In her letter of transmittal of the farm to the Association, Dr. Hill stated that it was her hope that we might make a small contribution to the amity of nations by proving that such a heterogeneous group of families could live and work together for their own betterment during the summer.

Our plans at present have not all been made. We expect to have several families over two-week periods, living, working and playing together from June through August. The cost to the families will be little more than the expense of living in the city due to the cooperative nature of our venture. All the work of cooking, housekeeping, gardening and so on will be shared by the members. Negotiations are now being arranged with the Boys' Athletic League whereby we will take a small group of their boys for an eight weeks' summer camp on a non-profit basis. This will give us funds with which to pay a director of recreation and counsellors who will direct not only the camp life of the boys but also give help and guidance to the children of our members.

WILLARD L. NASH
*Community Association
for Co-operative Education*

What Has New York City to Offer the Family in Summer?

Opening the Conference, Stanley Isaacs, Borough President of Manhattan, pointed out the increased need, especially in times of depression, for play and recreation, and facilities for the use of leisure. What New York City has done so far to provide opportunities for family recreation is suggestive for other communities and points the way toward further experiments for an enriched summer-time.

What Recreation Can Mean

The Board of Education is doing its best to provide opportunities for summer-time activities for city-bound children. Every swimming pool in a Board of Education building—and there are thirty-nine of them—is open all day throughout the summer without charge. And there are three hundred and eighty-six playgrounds attached to schools and seventeen separate athletic fields, where baseball can be played during the summer.

But the kind of recreation we have in mind means more than just play. It means refreshment, reinvigoration and renewed life—for older people as well as for children. There is distinct educational content in play, and I believe that children and grown-ups need to be taught to play. I am interested, for example, in getting that kind of material on which children can use their imagination and their ingenuity. We are getting away from small things, bits of paper, tiny blocks and so forth and toward the use of large sheets of drawing paper, good paints, big blocks—the kind of things that children can use with real enjoyment. In changing the materials which we are supplying to the schools, we have received great impetus from the work of the model schools conducted by the Play School Committee of the Child Study Association.

Though we have made much progress in evolving play programs for younger children, one of our chief problems is still that on the periphery of every playground are the older children of seventeen or eighteen. I do not believe that this will ever be solved until a camping program for all children has been worked out.

I have little use for regimented recreation and I hope that the public is beginning to turn its mind away from tournaments, competitive athletic meets, and

public pageantry towards play which can release the powers of young people as early as possible. And we must give it a slant which will enable all people to use their leisure time in the best possible way. The summer play schools offer a way for doing this for a large number of children. In the interests of democracy we must not depend on regimented recreation for the people of this country. We must find as many different ways as we can for the development of individual personality, and more satisfactory ways than we have at present for the use of leisure time. In recreation there lie as important values as in any other branch of education in spite of the fact that in our schools the people who come to study arithmetic go in by the front door, and those who come to play basketball go in the side door. As soon as the public recognizes that the recreation program is just as important as any other part of education, then we will have a real educational program.

MARK MCCLOSKEY

Director, Division of Recreational and Community Activities, Board of Education, New York City

New Uses for Park Facilities

During the past four years great progress has been made in providing facilities and recreational activities for children, adolescents and adults in and around New York City. Special thought has been given to the desire on the part of family groups to take outings together to outlying parks and suitable facilities have been provided.

In the city parks, handball, roller skating rinks, softball diamonds, shuffleboard areas, slides, seesaws, wading pools, picnic areas, field houses are only a few of many things for children's use—and tennis courts, golf courses, swimming pools, bocci courts, hockey fields, football fields, gymnasiums are among the facilities provided for adults. To allow for the widest possible use, the same facilities are often used at different times by children and adults.

Some years ago an effort was made by representatives of various organizations to have the Park Department establish "day camps" in the outlying parks.

The Park Department cooperated and decided, after experimentation, that the operation of picnic areas should be open to all organizations. No one organization is given exclusive control of a picnic area. On Saturdays and Sundays, no permits are issued. On these days, the family groups visit the picnic areas and have as good a time as if they were several hundred miles from New York City. We have found, as a result of outings to the outlying parks by groups of children from schools, settlement houses and other social organizations that the children bring their parents to the self-same places on an outing on a Saturday or Sunday. Nothing is more pleasing than to see the entire family having its recreation together. These picnic areas are accessible to all residents of our city and many of them are equipped with fireplaces. There are fifteen large parks with such facilities within our city limits.

Although swimming is, perhaps, the most popular summer activity for the individual as well as for the family, dancing also has attracted thousands. On the Mall of Central Park on a Tuesday or Thursday evening, it is not unusual to find three thousand persons dancing and two thousand persons sitting and enjoying the music. Wherever we have established social dancing out of doors it has been a tremendous success. During the summer months, on the Mall of Central Park, we have some recreational activity taking place each evening, a concert on one evening, a dance on another, drama on another. The portable theatre is a project of the WPA and supervised by the Department of Parks. These theatrical performances also have been extremely popular and have attracted audiences of several thousand persons.

Randall's Island is another place where the entire family can go on an outing as there are handball courts, playgrounds, a cafeteria and eight baseball diamonds, paddle tennis courts and an attractive place from a park point of view. At this point, I again wish to stress the value of having the family take outings together to places of interest. In many of our recreational areas we are stressing father-and-son activities, mother-and-daughter activities.

Because of the need for play space for many varied activities, consideration was given to the importance of having a definite area used for more than one activity. The wading pools in the Park Department, for example, have been so constructed that they can be used for wading during the summer months by the children, dancing at night by adults, softball, group games, basketball and ice skating in the winter months. The maximum and widest possible use of

areas brings about greater attendance and interest.

We believe that leisure time should not be spent in idleness, but it should be free time well spent. Leisure should show a profit in health, happiness and joyful living. Parents should watch the leisure of their children just as they check on the attendance of their children at school. We do not believe in compulsory playground attendance. Our aim has been to make our playgrounds so attractive that the children will come of themselves. Our playgrounds and parks are, indeed, places of joy and happiness for the entire family. Again, I wish to repeat that the Park playgrounds are all-year, all-day playgrounds and many of them are floodlighted for night recreation. We urge everyone to have some hobby and to be a participant and not a spectator all of the time.

JAMES V. MULHOLLAND

Director of Recreation, Department of Parks, New York City

Summer Play Schools

Summer Play Schools are organized for all-day care of children who have to spend the major portion of the long vacation in the city. I shall not dwell on the philosophy of the Play School idea as such, but rather on its implications as a type of integrated and coordinated community effort which can suggest further experimentation.

Play Schools are twenty-one years old. During these years many thousands of children and thousands of homes have been made happier by the care and good times such Play Schools bring. Play Schools have been organized in settlement houses, school buildings and housing projects. Such organizations know the children who attend, and know their families, and when school is over continue their contacts in a variety of ways.

In Play Schools, trained teachers meet small groups of children. The day is spent partly out-of-doors, when weather permits, in parks, on trips, at pools, on roofs, or in yard games and sometimes in doing gardening. Indoors more awaits—lunch, rest and showers, of course, but also time and materials for block play, dramatics, music, literature, shop, home-making, clay modelling—a chance to try out all the things that children like. By having no set curricula, and through these releasing materials, children not only have fun but actually have a way of telling adults how they feel and what they're thinking about.

From the start, this work was significant in that the plan was undertaken jointly by two agencies most

concerned about children, namely, the Board of Education, and the Child Study Association of America. By virtue of this setting, the movement had its roots in a cooperative, coordinated community venture. Funds, resources and services came from all sides. Private agencies such as settlements, community houses, housing groups, parents' associations, city departments—such as the Board of Health and Department of Plant and Structures—have added to the initial efforts, affording richer opportunities than would otherwise have been possible. Although Play Schools have, on the whole, been developed for the underprivileged, the idea can be and has been worked out for other groups.

Play Schools are planned to serve children in the home, as well as children at school, and the school program tries to meet the needs of the home as well as to interpret the school to the parent. Parents come to feel not only that they are welcome at the school but that they have a contribution to make and that what they have to say about their children is of vital concern to the school. Study groups under trained leadership are set up, where parents have a chance to talk over how members of a family can live well together.

During the last three years one of our universities added to its summer session a demonstration Play

School. The university invited the cooperation of the Summer Play Schools Committee of the Child Study Association to demonstrate the implications of all-day care, the educational and social values of a well-managed lunchroom in whose functioning children had a part, the place of the parent in the school, and of the teacher as parent educator.

Another outcome has been the establishment of a Demonstration Play School maintained by the Association with the help of foundation support, primarily set up as a place to experiment with summer programs, to find out about children's interests, what kind of children can profit most by such a program, and what teachers bring most and get most from such a summer.

The Summer Play School idea seems to be in line with the entire development of work in the field of leisure-time activities. The summer-time itself is only one portion of the whole leisure-time program. Some time soon it will be seen in relation to the whole period of after school, year-round. Then we will begin to develop special personnel and programs suited to function not as a separate activity, but as part of the community's integrated plan.

ADELE S. MOSSLER

*Director, Summer Play Schools
Child Study Association*

Camps and Camping

Some Philosophical Aspects of Camping

THERE are two things which I think a camp can contribute more than any other institution, and these things have to do with, first, stirring anew the eternal *why* and *how*, and, second, giving the child experiences of living in a democratic society. The camp situation is an ideal one to give the child renewed opportunities to ask himself "Why?" and to satisfy his internal urge of "How does this work, and how is this done?" This becomes in reality the main function of education—lighting fires of curiosity. This assures the individual of absorbing, stirring, driving interests for life. The camp, with its opportunities for nature explorations, science out-of-doors, creative crafts, and so forth, offers an ideal situation for placing boys and girls in the presence of experience which may cause them to ask *Why?*

The other very fundamental thing which camp can

do is to give children the experience of living in a democratic society. This experience is essential today if democracy is to live. The real concept of democracy is an interplay of individual and group, where one contributes to the other, and they both go up or down together. This is the conception of a team and there the team activities are of great value. Camps can do much to establish this viewpoint.

The camp is a small society; many of our primitive societies were smaller than a camp group. But the camp group is large enough for an experiment in democracy. This assumes rather rigid obedience to certain rules and regulations which have been established by the larger state. I refer to such things as fire precautions, respect for property, respect for the individual, etc. But within the camp itself there are also many local rules and regulations which may be established democratically. Could not the camp organize as a society, discussing rules and regulations? By this method camps may be able to abolish certain

useless ones. Could not the camp as a whole work out a simple constitution and by-laws and set up administrative machinery for the reward of law abiders and for penalty to law violators? As a matter of fact, if it is set up on this basis, there will be few violators; if the individual camper will only realize that the success of the camp depends upon him. You cannot have a good camp and poor individuals or good individuals and a poor camp. The two are inseparable. It appears to me that few situations in the child's life will offer as many opportunities to give him the real sense of acting democratically as will a camp, if properly organized. Many other things the camp can do, but if it can give a taste of the joy of cooperative living in a democracy, it will have justified itself.

JAY B. NASH
*Professor of Education,
New York University*

What Kind of Camp?

There is no limit to the inherent advantages and opportunities of camping. The reason that camping is not better than it is, is that groups from the city have gone into camping with a lot of preconceived notions of what children ought to do—and have scheduled them for every waking moment. Parents also have preconceptions of what children ought to do, and especially about what faults ought to be corrected in camp. Parents often send a child to camp expecting the camp in two months to make the child obedient—no matter what difficult relation has existed between parents and child before the camp experience.

As a relief from the pressure of city life, the camp should give relaxation from a programmed life in the city, and allow the child to live with the realities of things and animals about him and a chance to get away from adults and the regulations of city life. I am one of the few who thinks it good for many children to get away from their parents occasionally and to have a parent-substitute who will be interested in them but not be emotionally entangled with them. As to the question of what kind of children should be sent to camp, I believe that camp is good for all normal children, except the child who definitely feels that he is being put away, that he is being excluded from the rest of the family who are going to have a good time—without him. The shy, introverted, non-athletic child ought to go to a small camp where there is not too much competition, and where he can be alone at times. This opportunity is not afforded by most camps.

Camps may be roughly divided into three types: (1) The right-wing camp, which is usually old and well established and quite conservative. Here will be found rigidly scheduled programs, competitive teams, points, and prizes and awards for all accomplishments. This is not very consistent with the democratic ideal; there is a subtle or not so subtle coercion about this type of camp. And there is not much effort to provide a parent-substitute; it is the scheduled program which is mother-and-father here instead of a human being. But it does run very smoothly. (2) The left-wing camp, at which the needs of the individual children are considered and their activities worked out as the result of mutual agreement and conferences of campers and counsellors. There is much less competition here and it is not intensified by awards. The child may take life at his own pace and have more chance to be himself. Sometimes, because there is no fixed program, there is more loitering about, and more opportunity for getting into scraps. These camps are harder to administer and demand more from their leaders and counsellors. (3) The center type of camp which partakes in varying degrees of the features of both these camps.

How should one select a camp? Go up the year before and see it in action; talk to other parents who have sent their children to the same camp, and take your child up to see the camp the summer before he is to go. Then help your child to get used to the idea of camping and familiar with its little routines so that he will see how he is going to live. And, lastly, cooperate with the director.

RALPH HILL
*President, New York Section,
American Camping Association*

Camp Counsellors: Their Training and Choice

We are trying to find some answers to two questions. The first is a rather technical question: How should camp counsellors be trained? The second is whether or not parents should be concerned about the way in which counsellors are trained. I think we have to answer this second question first. Parents have every right—and the deepest need—to be very much concerned about the experience, the attitude, the skills, the hobbies, the insight, the professional training and the immediate training of the person who is to be the parent-substitute for their boy or girl during the summer.

Camping is education. Camping is not just “a

good time"; it is not just "being away from automobiles and the hot streets." Camping can mean a kind of education that considers a child's physical well-being, his social growth and his intellect. As in school education, camp education has its specifics. The greatest of these is the counsellor. The general goals of camping education and the general goals of any one camp depend more on the camp counsellors than on any one else. What, then, constitutes a good training program for counsellors?

It is very important to remember, first of all, that camp life from an administrative side is a very hectic life. Time seems to fly. A full program of activities must be started and developed and concluded in a very short time. Because of this it is not practical to count on much effective counsellor training during the camp season. Some can be done, to be sure, but the bulk of the training must be done before camp begins. If there is any validity to the educational thinking of the last twenty years then we must accept the premise that we are what we have experienced, that today is the result of our yesterdays. No short pre-season conference can possibly make much difference in our way of thinking and acting. It is too short, too recent, too verbal, to sink in and become part of us.

What, then, is a good training program? A good training program is a good life! Nothing shorter than that. It must have been a full life—a life that has known art and music—a life that has seen beauty in slate roofs or rain drops or steeples or bridges or sunsets—that has seen reality somewhere; a life that has some outgoing warmth, emotion, friendliness, gaiety; a life that has something absorbing in it: a hobby, some deep interest. That is one part of counsellor-training. It must have been a sensitive life—a life that responds to people; that has seen and feels the tragedy in rotten houses, the tragedy in Spain and Austria; a life, which since its beginning, has liked people, has talked to the postman, the storekeeper, the policeman. This is another part of counsellor-training.

How is the parent to know if the counsellor has had this kind of life-training? Obviously by talking to the counsellor. I feel that parents have a very good right to demand of camps that they be allowed to talk with the person who will be their child's counsellor and to talk with him before the season begins. It does not seem adequate to talk with the director—or the sales manager. It is the counsellor who will live with your child. If camp is to be not a hiatus in a child's life, but an experience which will draw on his past, and contribute to his future, it is important

that the counsellor be a person in whom the parents feel confidence, with whom they are willing to talk about the child's past and future.

The "good life" must also have included experiences that give those skills that are not learned in a short pre-season meeting. There is definite skill in encouraging people; there is skill in disciplining people, so that they in turn can discipline themselves; there is skill in interesting people; there is skill in stimulating people; there is skill in standing aside so that children can themselves go ahead to their own solutions; there is skill in keeping quiet, so that children can settle their own differences; there is skill in looking the other way. Then, lastly, there is skill in a special field of activity, in a body of knowledge, so that young people can acquire what the world has considered worth knowing.

JAMES L. HYMES, JR.

Progressive Education Association

Parents' Part in Camping

It seems to me that parents have played a tremendous part in camping, though not deliberately, and not always constructively; and that now, they must lend active support to the modern aims in camping. Certainly the aims and philosophies of most camp directors have been tempered to the demands and the limitations of the parent outlook. It is reasonable to suppose that parents will take more and more interest in the philosophy of camping. There are three ways in which the parent has a responsibility toward camping today. First, in the selection of the camp for his child; secondly, in his contacts with the camp during the season that his child attends; and beyond his own child, in cooperating with camp directors as a group in maintaining the modern camp philosophy.

Much has been written, and much guidance is offered mother and father in the selection of camps, and all of the emphasis is placed on finding the right camp for the right child. And so, I believe the individual parent's greatest contribution to camping begins with the selection of the camp for his own child. You know all the routine to be gone through—the study of your child's personality needs, his interests and talents, his physical capacities and where to obtain information on camps.

After you have talked to many camp directors and have decided which man or woman is best equipped to deal with your child, your next contribution comes with your visits during the summer. Most camp catalogues state that parents are not welcome until

after the camp has been under way for two weeks. So, abide by this decision not to visit until this time—then visit the camp at least once during the summer no matter how inconvenient, especially if you have not had the opportunity to see the camp before you decided that it was just right for your child. Don't just go to spend the day and visit with your child, but go to see how the camp is meeting these needs of your child upon which you had decided—how he is absorbing the instruction—how he is fitting into the camp—what contribution he is making. Study the counsellor with his group. We believe that one of the greatest advantages of camping for children is the opportunity to get out on their own, away from their parents, to make the first break from family ties. Most children need this experience, and most of them take to it so readily that it is not unusual for parents to find their children very busy—almost too busy for visiting with them. Here is one reason,

it seems to me, for limiting one's visits to camps—that is, so as to give a full camping experience to children, freely and without encroaching on it.

The effort on the part of the progressive-minded camp director is to maintain, and actually to re-establish, simplicity of equipment and program; to return to the fundamental and original purpose of camping, to take children out of the usual city environment into the woods for the purpose of acquiring a knowledge of, and respect for, the outdoors. Parents can help this philosophy to work out by basing their demands and requirements on the educational and recreational principles of camping. Too many of our camps take on the aura of a resort hotel, if not the country club, because of the lack of insistence on the part of parents for emphasis on the real principles of camping.

REGINA MCGARRIGLE

The Parents' Magazine

Special Interest Groups

Volunteer Work Camps

FOUR years ago there seemed to be a growing demand for some kind of summer activity for young people along constructive patriotic lines that would provide an alternative for military service. The American Friends Service Committee at that time started the first of a series of Volunteer Work Camps, which have since grown in size and number and in educational significance. Twenty to forty students go into an area and live as a cooperative family. In these cooperative families, which are established in areas undergoing major social change, or faced with serious industrial problems, the young men do the physical construction work and the young women take care of the household duties and do community work in so far as they have time. Each work project consists of some piece of construction that the community needs but which would not be undertaken if this group did not do it. By living in this way students are able to achieve some degree of understanding of the problems of the community and to learn first-hand what the human values involved in certain industries must be. The community in return is impressed by the fact that college students are not only working hard as laboring men and women, but are paying for the privilege.

The group method is fundamental to these projects.

Meditation and discussion are as much a part of the day as work on the project, or eating and sleeping. In each location, businessmen, labor union leaders, company union leaders, ordinary citizens, and authorities on the problems involved are active in discussions. Students are helped to see all sides of the questions involved, to think out for themselves and begin to put into practice non-violent approaches to problems.

This summer, in choosing the locations for the camps, we have done our utmost to pick areas which would be laboratories for studying social problems. There will be six camps strategically located for the study of (1) the soft coal industry, (2) southern labor union problems, (3) the TVA power development, (4) cotton tenancy problems, (5) the automobile industry, and (6) the longshoremen's situation on the Pacific Coast.

As this experiment grows we want more and more to put mature students into the Work Camps because there exists here not only a unique educational opening for the campers, but an opportunity to help materially and spiritually the area in which they work. By their expression of interest in the human problems and their efforts to create friendliness and love as an element in bringing about a better understanding, we hope to make a contribution to industrial peace.

ELEANOR SCATTERGOOD

American Friends Service Committee

Settlement Camps

The early days of settlement camps were primitive, but they did get underprivileged children into the country they would never have seen otherwise. The food may not have been planned according to our present ideas of diet, but it was hearty and there was certainly more to eat at camp than at home. A young friend who went to one of these camps about eighteen years ago tells an almost unbelievable story of a camp which has since become one of our very good boys' camps. The counsellors were largely recruited from the strong-armed young men of the neighborhood and they stood about the dining-room at meal time so that as the boys wanted bread or milk they raised the proper number of fingers to designate what item they wanted. If it happened to be bread, the counsellor tossed a piece to the boy. Table manners and dining-room proprieties were unimportant. The fact that they were getting country air was sufficient. That summer the swimming was taught by a man known as the "Skipper," who had his own small boat into which he piled the children who were to be taught to swim. The instruction started with the directions "jump in!" The Skipper then stood on the deck and yelled directions as to what to do next. If a boy began to drown, someone jumped in and pulled him out.

As we hear these stories of early camping, we wonder that any of these young people grew up to have children to go to our present camps. The conception of camping has certainly changed completely. Today many of the best and most progressive ideas in camps can be found in those run by philanthropic organizations, such as settlements and boys' clubs. No longer do reports show, as did one famous one, the amount of tonnage gained each summer by children sent away. We think of the returns in terms of new and improved skills, better social attitudes, wider interests. The program and the mechanics of camp are planned with the purpose of doing the most for the individual within the group; the work and the fun are all part of an educational process. Whether it be the joint care of bungalows, the interested conversation at the table, a field meet, or a dramatic performance, each of the activities falls into a natural place in the day and a good camp vacation may easily be used as a pattern for what should be normal living.

There is a freedom in camp which it is impossible for us to have in the city, but it is a freedom which is the result of self-discipline. One learns the important lesson that in order to live happily in any community, one must be a part of that community and not just a

bystander or a critic. The advantage of children of varying racial and religious backgrounds living together with a staff who are competent to give interpretation when it is needed cannot be overestimated. The questions and discussions that arise from the fact that some children go to a Friday night service, some to mass and some to another kind of religious meeting, can be illuminating and illuminating. Anyone can manage to get along with another religion or race if it serves a business purpose, but to discover each other by actually living together, I like to believe, will make a better permanent difference in relationships.

There are about 200,000 children in New York City whose families cannot afford any kind of a vacation. There are thousands more who can afford only an extremely modest fee. It should be possible for all to have camp vacations, and, when they go away, the fact that they have fewer opportunities for varied living lays upon us the obligation to make their camp experience a full and stimulating one. I believe in play schools, day camps, outings and all the other good programs which are provided, but I do think that camp provides a deep and lasting experience which can actually give a child a pattern for daily living through the entire year.

GRACE GOSSELIN

Society for Ethical Culture

Special Interest Camps

We, as parents and educators, are more or less familiar with the typical daily camp schedule which offers a varied program of activity for the average child from the nursery school age to the middle teens. The last ten years, however, have seen a very interesting development of the camp for the child with special interests or special needs.

The Music Camp, for example, which is privately owned and conducted for a small group of students, either beginners or advanced, offers unusual opportunity in individual work and usually combines instruction in drama and the dance with the study of music. The large non-profit organizations, such as the National Music Camp at Interlochen, Michigan, or the Eastern Music Camp in the Belgrade Lakes of Maine, were established to give music students of high school and college age opportunity to continue their study of music in the summer along with the usual camp activities. The Dancing Camp teaches children and grown-ups to relax and enjoy it through

(Continued on page 223)

Parents' Questions and Discussion

STUDY GROUP DEPARTMENT

Cécile Pilpel, Director—Anna W. M. Wolf, Editor

My boy of eight is not very good at playing with other children and seems in general to be overdependent on his parents. His teacher has suggested that he might benefit from a stay at camp this summer. His father, too, thinks that this is a good idea but I am wondering whether a child not quite eight is not much too young to send to camp, and if it would not be better to wait until he is ten or older.

There is no special age at which it seems definitely most desirable for children to go to camp. So much depends on how ready the individual child may be, and the type of camp selected. In some ways, the age of eight is an ideal time at which to give a child those special advantages which a good camp offers. From the point of view of your boy's emotional and social development, the acquisition of skills at sports and crafts is very important at this time. It may help to solve some of his social difficulties and his lack of independence.

You might try to present the idea of one or two particular camps as attractively as possible, making it definitely a matter of a pleasant experience, not of something he should do "for his own good." If the idea arouses genuine fears and anxieties, you may want to drop the plan for this summer. But if he seems even half-way willing, the successful solution will then depend on interesting him in the fun of it.

Under the circumstances, a small camp run exclusively for younger children, where the atmosphere is home-like and maternal, would be a better transition for a boy of this type and age than the more traditional camp where the emphasis is mainly on athletic competition and rigid routines. It should be near enough to where you live for occasional visits, so that your child would not feel that he is completely cut off from home for the entire summer. If possible, it should be a camp that not only tolerates, but welcomes parents and appreciates the need for a continuous close relationship between parents and young children.

And be sure that you yourself are not still reluctant about sending the child to camp. It will be hard to convince your boy if you are not convinced yourself.

We find it necessary, in a six-room city apartment, to let our two boys, eight and ten years old, share a room. They find it adequate for sleeping but not for playing because the furniture takes up most of the space. As a result, they and their toys overflow into the living room, making an unsightly and a noisy house. Either I am constantly sending them back to their own crowded room, or else I feel that my husband and my guests are cheated of space in which to relax in peace. What is the solution?

It is true that children require more square feet for relaxation than do adults, and peace for children—which seems more like bedlam for adults—consists in the freedom to use a given space unmolested. Could you possibly reapportion the space in your six rooms so as to give your children a place that is theirs? You might find it feasible to arrange your dining room in such a way as to permit your children to play there until the time when it is necessary to straighten it up for the evening meal. I know one family who have moved their dining room furniture into a corner of their living room and have converted their dining room into a play-room, and another who have converted their dining room into a bedroom, so that each of two children might have a room of his own. If children are allowed the living room on afternoons when there are no guests, they may be very willing to remove toys and make the place presentable when your friends are expected. If they are not continuously being sent away, but are permitted a certain amount of freedom in adult quarters, they are likely to be happier, calmer and less resentful of adult needs. When they must be confined to their rooms, you might encourage the boys to play those games which do not require much space or noise—checkers and other board games, as well as reading, of course. If you can let down some of the bars, not only between the child's space and yours, but between his standards of neatness of property and yours, you will contribute toward happier family relationships which are even more important and more permanent than the present apportionment of your space. It is encouraging to think that such an arrangement will be needed for only a few years.

My little girl of ten is planning a party to which every one of her neighborhood playmates is to be invited. But she flatly refuses to invite one little girl on our street because "nobody likes her." I feel that I can't stand by and let her do such an unkind thing. Yet if I insist, and perhaps carry my point, I am afraid the unwanted little girl will be just as miserable at the party as she would be away from it. Are there any ways of protecting children from one another's social cruelties?

Sometimes children "gang up" on one child for rather superficial reasons: because she is in some way different from the neighborhood pattern, or a newcomer in an already established group. If this is the basis for the group's attitude here, you may be able to help by a sort of subtle building up of the excluded child. Help your child, and perhaps the other children, to understand the nature of these differences. Perhaps you can discover some special contribution which this child has to offer, and suggest ways for using her contribution in their play. If the little girl has some small gift—for art or dramatics, perhaps, or for some purely practical work of one kind or another—this might be capitalized in a way that will win her the respect of the other children. If they go to the same school, the cooperation of the teacher might be enlisted.

Unfortunately, however, the child against whom children "gang up" in this way is often one who is already peculiar, and in real difficulties with herself. Such children are in need of far more fundamental help than an outsider can give. If this is such a child, you may be unable to do much for her. But you may still do much for *your* child by holding to your own standards of consideration. Since it is *your* home and *your* hospitality, as well as hers, that are being extended, I believe that you are quite justified in refusing to be unkind and inhospitable. But I would talk it over fully with your child and make your feelings clear so that your insistence will not seem merely arbitrary. Whatever may be the attitude of the neighborhood children, your part in it is to help your own child to understand that what is involved is not only the unpopular child's happiness, but also her own sense of fairness and kindness.

My daughter, thirteen years of age, has gone to the same camp for two years. She likes it because two of her best friends go there. I am very much dissatisfied with the superficial quality of this camp, feeling that it has little to offer from an educa-

tional point of view. She is most unhappy about the idea of going anywhere else, and there we are!

I assume that you have tried to interest the parents of your daughter's friends in considering another camp and have been unsuccessful; that, of course, would have been the simplest way out. Would it be possible to have the child vacation with the family this year, to go on a trip together, and in this way postpone a camp decision until she perhaps feels less strongly about it? It would be much easier after that to suggest a camp of another type. If this, too, is out of the question, and if you know of a camp that fills your requirements, you might arrange to have her meet either the head of this camp or any attractive person connected with it who could arouse her interest sufficiently to make her consider it. She would no doubt be invited to that camp's reunion to meet the children with whom she would associate. She might become fully reconciled to what at first seems to her an arbitrary decision, provided that the new choice has enough elements of satisfaction to keep her from missing her friends too painfully.

The fact, however, that the child is thirteen years old raises still other questions. Friendships at this age are of very great psychological importance. Needless disturbance of such friendships may have unfavorable effects upon your relation with your child which may prove more harmful than the camp deficiencies which trouble you. Have you any reservations about her friends? If not, you should at least consider whether it might be wiser to have her go with them and trust that the educational disadvantages of the camp are well compensated for by the rest of the year's association with you and with her school.

My son is a senior in high school and will enter college next fall. He is growing very weary of this endless "preparing" and longs for a chance to try himself in real work. I sympathize, and feel that a working experience would be very valuable for him this summer. But where can one turn today to find a job for an inexperienced boy—especially when it must be temporary? Have you any suggestions?

Boys of this age do need work experience, but as you know all too well, paid jobs are few and far between, and most of those that are available to boys have nothing very constructive to offer. But even if a paid job is not to be found, many of the values of work in the real world can still be approximated. It is often possible to find organiza-

tions or individuals who will take in adolescents on a volunteer basis, giving valuable training in return for service, provided, of course, that serious, unbroken work is guaranteed. No one wants to bother with a volunteer who comes and goes as he pleases. In looking for such opportunities, try to follow the line of your boy's special interests and any vocational slant he may be developing. A boy with some scientific training may be accepted as a temporary laboratory assistant; one with business interests may find a niche in the office of a relative or friend, one with a flair for writing or reform may perhaps help in an educational or social organization or on a paper or magazine. Settlements, fresh air camps and even, private play groups can often use a boy of this age to assist a trained leader in athletics, shop, dramatics, or other group activities. And your son must be will-

ing to accept the fact that these first "jobs" will not be likely to give him important things to do, but will merely place him in a position to learn.

If no such plan seems feasible, your boy might be interested in the type of experience provided by the work camps organized by the American Friends Service Committee. Here young people spend the summer working on some community construction project under trained leaders. There is a small charge. Also, some of the private camps take boys of this age as aides, accepting specified hours of work on camp chores—garden, stables, kitchen, etc., in lieu of a considerable part of the camp fee. One may have to accept some such compromise under present employment conditions, but it should be possible to provide at least some of the essentials of steady, responsible work.

Suggestions for Study: Play and Playmates

TOPICAL OUTLINE

1. CHILDREN AT PLAY

Play as fun; play as development; play as therapy for unconscious conflicts. Dangers of passive play. When is play "creative"? Home planning for wholesome play: in the city, in the country.

2. CHILDREN'S FRIENDSHIPS

Give-and-take relationships—their importance. Parents' attitudes toward their children's friends. Who are "desirable" friends? "Undesirable" friendships, their meaning and management. The poor mixer. The need for solitude.

3. VACATIONS

Camps—for which children? At what age? Choosing a camp. Family camps; day camps; special interest groups; travel. Opportunities for real work for young people. The family at home during vacation—what can be made of it?

QUESTIONS FOR DISCUSSION

1. Mr. and Mrs. R. have three energetic boys of four, seven, and nine. They are considering moving out of the city so that these children will have a more normal play life. Should they go to the real country or to a suburb? What would they look for in considering a neighborhood? Will the boys continue to need supervision in the country or suburb?

2. Mary is fourteen and is bosom friends with a child from a home of different standards from Mary's.

This friend thinks of nothing but boys and dates. She and Mary spend hours talking and giggling behind closed doors and Mary herself has become secretive and antagonistic to her parents. What attitude or action should they take?

3. Martin has a few good friends who like him are interested in stamps and insect collections. Otherwise, although not disliked, he is not a good mixer, has no interest in sports and is inclined to spend many hours alone. His parents feel he should get out with the gang and play baseball. Discuss.

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Readers' Slants

Each month we present some contributions of our readers who have been thinking about child training and learning through both study and experience. We, the editors, may disagree with what is said as frequently as we approve it. But, in either case, we feel that the writers have a point of view which may prove stimulating to our readers. Anyone with something to say which may interest parents or teachers is cordially invited to send a contribution. In addition, we would welcome your comments on whatever appears in this column.

BRING THE CHILDREN

By ALBERTA ARMER

"NOW come early," said Edith, "and bring the children."

Jeanne, eight, and Eleanor, five, were in ecstasy and their prettiest frocks. Their mother had rarely taken them calling. Now that they were on a visit to their Western grandmother their social life was looking up.

Mummy had always sent them to play school until they were ready for public school, and had gone calling or entertained her visitors when the children were napping or in bed for the night. Jeanne could remember Mummy tensely hurrying them off to bed, saying, "We're going to have company, dear, run along now, Mummy still has to pick up the rooms and make some sandwiches. Go to sleep like a good girl, and do keep Eleanor quiet."

Eleanor waited on the sunny front porch under the wistaria while Jeanne ran back upstairs to get her "pair of beads." Seeing Mummy's perfume bottle, she poured a generous portion onto her lavender dress and started back downstairs, but stopped in the hall as she heard her mother's voice addressing Grandma. "I wish she hadn't asked me to bring the children. They're too young to visit and it will only upset them. They've been brought up to be with children their own age."

Grandma's voice was gentle as ever, "It can't hurt them, Anne, to learn how to behave at other people's houses. You were always a lovely child, I'm sure."

"Oh, but how I seethed inside, how I hated being a 'little lady.' I've suffered for ten years from being afraid to speak in the presence of others, from being polite when I should have expressed myself."

Mummy came down flushed and cross and grasped a child in either hand. "Come along or we'll be late," she said, starting for the garage. Her manner was forbidding, but Eleanor, secure in her position of cute-baby, said as they drove along, "Please tell us a story, Mummy."

"Oh, heavens, child, I can't while I drive. Hush, now. And be good girls, both of you." No more than that. She couldn't, couldn't bring herself to rehash all those stuffy rules of politeness. Parents didn't any more. Give a child his due of respect and love and then leave him to his own devices.

Jeanne felt the full burden as usual and Eleanor leaned back against her admired older sister, sure that whatever Jeanne said or did would be right. The rest of the afternoon was a nightmare. Edith, Mummy's old school chum, held out her hand to each daughter in turn, saying quietly, "How do you do?" Jeanne said, "Blah," and thrust her tongue half-way down her chin. Eleanor giggled and plunged behind Jeanne. Mummy forgot the rules of "objective treatment" and shook Jeanne thoroughly, making everyone, and especially Edith, acutely uncomfortable. Jeanne felt that she might as well go the whole way since Mummy didn't care about her, and Eleanor followed her lead as always.

They chased each other behind chairs, passing in front of the two women with little affected shrieks. Edith led them out to the garden, where they ran about so noisily and wildly that Mummy had to come out twice to quiet them. By now they were beside themselves with excitement. Seeing that Edith had usurped their most beloved, they leaped on her and called her an "old witch." Eleanor reported that Jeanne had broken the bridge of the Japanese garden. Jeanne sulked. She heaved exaggerated sobs in a corner when Mummy spanked her, and her mother found it impossible to explain to Edith that she regarded spankings as an admission of failure. Or to explain how the girls had had four months of intermittent sickness in New York last winter and been spoiled ever since because of her joy at still having them; and that they had been away at a camp for two weeks while she prepared for this trip to Oregon. She felt that no explanation would excuse their manners, and she knew that Edith felt so too.

Edith brought out cake and ice cream and set it on a small table in the dining room, but the girls giggled

so excitedly over their crumbled cake that conversation in the living room was impossible. Anne excused herself four times to quiet them, and by now the beautiful afternoon had been shattered beyond repair. Indeed, the friendship with Edith had been dealt a serious blow because she knew in her heart that Edith would say to the other women who had gone to college with them, "Really, I never saw such manners!"

On the way home she was so angry she could not talk for miles. Then she let loose the vials of her unaccustomed wrath on the two small and really lovely children, and found it even harder to tolerate herself. She brought the car to a full stop finally and said to the mites, weeping hysterically and drawing away from her in a fear that cut her deeply, "Listen, now, girls, never a word of this to Grandma. You are so good at home and to each other that she need never know how you were at Edith's. We'll come out of this just as we came out of the measles last winter. I'm sorry this all happened but we'll fix it up so it won't be like this again."

She drove on, feeling that she had begun the correction with some skill. She built on that success. After everyone was in bed, according to her custom, she lit her bedside light and began a letter to John. The humiliation rankled so that she could not talk about it to him. Why bother him about something that was fundamentally her problem? She finished the letter, took another sheet of paper and wrote:

"Hostess' responsibility—should provide toys or a shelf of collected treasures to examine or preferably large outdoor play space, with maid or someone, to watch that they stay within bounds and don't kill each other, and show them what things cannot be touched.

"Child's responsibility—may be expected to be polite only if he is consistently instructed in the simple rules of behavior when calling. Obedience may be expected, in fact, the child prefers to obey sensible known rules. Silence when others are talking, keeping his seat or begging pardon when he has to pass in front of others and thus disrupt talk, doing all things quietly.

"Mother's responsibility—frequently exposing children to social contacts. We learn by experience. He who begins to draw can often not make a straight line, later draws with an ease that is pleasant to see and feel. Proficiency must be learned. Provide background of gracious social contacts; provide something familiar to take along or talk about; explain before going who people are, and what will be expected of them; don't let them get overtired or overstimulated; maintain same attitude to children as I do when alone; remain serene if they disgrace me; follow up experience by casual discussion at bedtime when children and I are en rapport.

"Note: From now on take children out calling once weekly, and have weekly guests in their presence."

It took her two years to correct the family's social perspective, but it was worth all her effort. During

the first winter there were dismal failures. Jeanne went to a birthday party and Mummy, forgetting her own youth, failed to provide a gift. Jeanne became excited and behaved badly because of her painful tension in face of unfamiliar customs which every other girl understood. When her father came for her she forgot her carefully drilled, "Goodbye, Mrs. Peterson, I had a very nice time," and shrieked and giggled and ran howling out to the car. Emily Peterson told her at school next day that she couldn't play with her any more.

Five times when they went to dinner or tea with the Sumners, the Sumner children behaved like blonde angels, and Jeanne and Eleanor became more and more excited when they saw how completely they were in disgrace, and this finally brought the Sumner friendship to an end. Their father was for spanking them, or, better still, leaving them at home "the way we used to do." But he was a reasonable creature and agreed to Anne's patient explanation, "It's our fault and we won't correct it by poking them back into an unsocial hole. The Sumners and their friendship mean nothing to us compared to our children and their success in life. Let's just let them be an object lesson and go on."

Gradually she saw improvement. Her joy of achievement when an afternoon or evening went off well was as great as though she had sung over the radio as in the old days. She would wait until the daughters were asleep and then over the *Times* she'd say, "Guess what? Eleanor has been made monitor for the rest of the term. Her teacher's eyes filled with tears when she told me what a responsible girl she has become." Or, "John, you'll never believe it, but Jeanne was perfect today, not perfect the way I used to be, seething inside and outwardly a 'lady,' but quiet and poised, and talked enthusiastically about her music lessons to Mrs. Graham. She made the coffee and Mrs. Graham said it was delicious, and Jeanne showed her her bug collection and never forgot a Please or Thank-you or Come-again."

Now "Company's coming" no longer means formal dinners and excited sleepless children longing to come down for a peep. It means, "Eleanor, will you please polish the spoons and fill the two sugar bowls? Jeanne's helping me mix the salad. Then you can both meet everyone and stay down till all the guests come before you run to bed—if you're quiet and pleasant to everyone." And they both look at each other and smile like conspirators. They know what storms they've weathered. But now the sea is calm and they steer a charted course.

Book Reviews

Common Neuroses of Children and Adults. By O. Spurgeon English and Gerald H. J. Pearson. W. W. Norton & Co., 1937. Price: \$3.50. 315 pp.

"The authors feel," to quote the preface of this book, "there exists a need among medical students and practitioners of medicine, for a book dealing with the more common neuroses of children and adults and one which deals with the application of psychoanalytic concepts to these disorders." Because of the subject and sources of this book it is likely to be in demand also by workers in the field of child guidance and parent education as well as by a certain number of parents themselves. It seems fair therefore to regard the book from the point of view of its helpfulness to these several groups as well as from the soundness of the material presented.

Essentially this is a compendium of psychoanalytic interpretation (in the Freudian sense) of the typical neurotic ailments which beset mankind. Among the common neuroses of childhood we find, to list a few: anxiety states, disorders of eating and elimination, disorders of motor functions, disturbances of social and sexual behavior. And in the adult group: neurasthenia, hysteria, compulsion neuroses, sexual perversions. In addition there are some general remarks on psychotherapy and the preparation for psychiatric work. For the physician or other worker fairly well acquainted with psychoanalysis, the book constitutes an excellent summary of Freudian theory. It is clear and scholarly.

But the doubt inevitably arises as to whether for the rank and file of physicians, even for the advance guard in medical circles, this is not a voice crying in the wilderness. Perhaps because of its very inclusiveness it is inevitable that the book should suffer from over-condensation and from a dogmatic manner likely to arouse strenuous resistance. The authors seem animated by a drive to "get everything in" with the result that even the numerous illustrations fail to give life or reality to the argument or save the exposition from pedantry. For example, the book opens with chapters on the Structure of the Personality and the Psychosexual Development of the Child, containing all of Freud's philosophy of the Ego and the Id, as well as his view of infantile sexuality. This seems like beginning at the hardest end first—hardest actually in digging out the practical significance of

these concepts, but also from emotional resistance on the part of the reader. As the book proceeds, the number of dogmatic assertions, insufficiently elaborated or backed by any of the brilliant theorizing of Freud himself, begins to mount and to cause distress to the reader. For example, on page 138 the discussion of the treatment of disorders of motor function ends with the statement "It is true, also, that children very often drop the tic without any treatment. This does not mean that the child has improved but that the tic has become unnecessary because the psychosexual conflict has taken another course, probably producing marked deformations of the character."

Even the lay reader cannot help but raise the question as to whether psychic illnesses, like physical illnesses, do not sometimes resolve themselves spontaneously. It is true that they do not *always* do so and that it is well to call attention to this fact, since the "growing-out-of-it" view of childhood defects has been much overworked. Nevertheless we suspect that with psychic illness as with physical, there is a time to interfere and a time not to, and that the wisdom of the physician consists in correctly judging which is which.

Do the authors know *normal* children and appreciate the variety and deviation of neurotic symptoms which continuously come and go as they pass from phase to phase of development? Have they followed the children they do know long enough to judge which symptoms are the most menacing and of how long duration they must be in order to result in "marked deformations of the character" if left untreated? And above all—where are physicians, social workers and parents to turn in order to get the thorough psychoanalysis recommended for the child who can be saved by no other means? Here indeed are questions without answers, counsel likely to arouse anxiety or despair in the half-persuaded, anger or complete rejection in the novice. For whom, then, does the book serve a purpose?

For those of us who believe with the authors that psychoanalysis "does most to make (neurotic) disorders intelligible as well as to give an orientation to them which is best for results in their treatment," the book is particularly disappointing. Physicians as a group are in the reviewer's opinion far more difficult to enlighten than are, for example, young parents who observe Freud's theories of infantile sex-

uality every day in the nursery. In this book there is so much that needs saying. Its indictment of the whole habit training school of child psychology which has been an incubus on the thinking of parents and educators as well as physicians, has been long overdue. But the failure of the authors to understand their audience is such that its message is likely to be lost and the breach between psychoanalysis and other branches of therapy no whit diminished.

ANNA W. M. WOLF.

An Evaluation of the Elementary School. By J. R. McGaughey. Bobbs-Merrill Company, 1937.

Here is a book for which many parents must have been looking. Even in a community where there is "a good progressive system" or school, it is not easy to find anyone who knows what the words mean; and in the many communities where the schools are not so described, even fewer parents know what, or how, or with what purpose, their children are being taught. The book does not attempt to sell any particular educative method to the reader. What it does is to examine the whole educative process which begins at birth and continues, if it is successful, indefinitely. In this process the elementary school, the first formal stage of education is of paramount importance.

The author, who is Professor of Education and Chairman of the Elementary Education Department, Teachers College, Columbia University, starts not with a criticism of one method of schooling or with a recommendation of another, but with the fact that pupils are individual persons for whom every experience is a kind of learning; that teachers are not merely the medium for transmitting knowledge, but individuals also; and that the school is one kind of social arrangement in a rapidly changing society.

On the basis of these obviously true premises, the author proceeds to examine the elementary school in terms of what it teaches, and how. This he does by discussing curriculum, organization and administration. Parents who are particularly concerned with curriculum will find this section soundly treated and admirably analyzed. They will find also that if they started with this interest, they must go behind it and above it to the organization and administration of their children's school. To many it will come as something of a surprise that the subject must include teacher training institutions, and that the examination of these leads in turn to a more thorough knowledge of government policies and often of local politics.

Included in the book are of course descriptions of most of the various types of organization, such as the Winnetka plan, the Dalton, the Cooperative and so on, as well as a comprehensive analysis of the classic line-and-staff schools of our own childhood. There is also a good section on the various kinds of testing with a discussion of their validity and their possible value. The book covers elementary education in terms of the large city school as well as the small-town and the private school. Some of this may be more interesting to one group of parents and some to another. The book as a whole, however, is the kind which every intelligent parent should read. He will get out of it a great deal of necessary information, and more important, a thoughtful picture of the real possibilities of education as a whole.

HELEN STEERS BURGESS.

Training in Democracy. The New Schools of Czechoslovakia. By Francis H. Stuermer. Inor Publishing Co., 1938.

There is, as its publishers indicate, a peculiar timeliness in the appearance of Dr. Stuermer's study of Czechoslovakian education—a timeliness which is poignant if not ironic in the light of the present threatened position of this passionately democratic little country. Completely surrounded by powerful dictatorships, she has clung to her democratic principles, dedicating her educational system to the development of a free, independent citizenry. According to the author, an American investigator who spent a year studying the Czechoslovakian schools, the national educational program stems largely from American progressive education ideals and has borrowed many of its practices, but it has also developed original plans and contributions of its own. It is encouraging to note the extent to which local differences and minority groups are respected in this nationally administered system.

The book is published under the auspices of the Progressive Education Association, whose president, Dr. W. Carson Ryan, Jr., writes the introduction. "More Americans and other English-speaking people should know what the Czechoslovak Republic is doing," says Dr. Ryan. "It is of interest not only to those who speak of 'progressive education' but to many others who do not use the term but are sincerely trying to help the people of democracies to educate themselves richly and well."

BERTHE GOODKIND.

Children's Books

A MISCELLANY SUGGESTED FOR THE SUMMER VACATION

THIS is a selection from a list prepared by the Children's Book Committee of the Child Study Association, which includes Books on Nature, Hobbies and Things to Do, Plays for Indoors and Outdoors and Puppets, Sailing, Farm and Ranch, Traveling, Across the United States, and About New York City.*

Nature Books

- Wild Flowers of America**.....\$1.10
By James Harvey Whitman
Pocket field book for flower identification.
- Glimpses of Familiar Birds**.....\$1.50
By William H. Carr Gabriel
A handy little volume describes 72 every-day birds.
- The Blue (Red and Green) Books of Birds of America**.....each \$1.10
By Frank G. Ashbrook Whitman
Pocket field books for bird identification.
- Talking Leaves**.....\$1.10
By Julius King Harter
Compact tree guide, with excellent illustrations.
- The Busy Little Honey Bee**.....\$1.10
By Josephine Morse True Rand
Full information about bees, with interesting illustrations.
- Bugs of America**.....\$1.10
Butterflies of America.....\$1.10
By Lillian Davids Fazzini Whitman
Compact pocket field books.
- Creepers and Sliders**.....\$1.15
By George F. Morse Follett
Simple information about reptiles of North America.
- Snakes Alive**.....\$2.50
By Clifford H. Pope Viking
Fascinating account of all kinds of snakes.
- Beachcomber Bobbie**.....\$1.50
By Florence Bourgeois Doubleday
Informative little story about beach creatures.
- Holiday Shore**.....\$2.00
Holiday Pond.....2.00
Holiday Hill.....2.00
Holiday Meadow.....2.00
By Edith M. Patch Macmillan
Entertaining and informative stories about a variety of creatures and wild life.
- Along the Shore**.....\$1.25
By Eva L. Butler Day
Handbook for beginners of all ages.
- Along the Brook**.....\$1.50
By Raymond T. Fuller Day
Usable and stimulating, in convenient size.
- The Sea for Sam**.....\$3.00
By W. Maxwell Reed and Wilfrid S. Bronson Harcourt
Simple yet thoroughly scientific presentation of ocean mysteries.
- Fresh and Briny**.....\$2.00
By Frances Rogers and Alice Beard Stokes
Water—its uses and dangers as friend and foe of mankind.
- Along the Hill**.....\$1.25
By Carroll Lane Fenton Reynal
Handy reference volume on geology.
- The Earth for Sam**.....\$3.50
By W. Maxwell Reed and Wilfrid S. Bronson Harcourt
Geological and biological evolution, in a dramatic story of the earth.
- The Story of Earth and Sky**.....\$3.50
By Carleton and Heluiz Washburne Appleton
Explaining the planetary system in absorbing narrative.
- Seeing Stars**.....\$1.10
By W. B. White Harter
Valuable guide to the constellations, including their mythology.
- The Stars for Sam**.....\$3.50
By W. Maxwell Reed Harcourt
Modern astronomy clearly presented for older children.
- Along Nature's Trails**.....\$1.20
By Lillian Cox Athey American Book
Comprehensive, concise answers about creatures and plants.
- The Year Round**.....\$2.00
By Clarence J. Hylander Putnam
Inclusive nature guide, arranged by seasons.
- And That's Why**.....\$1.25
By W. Maxwell Reed Harcourt
Simple, chatty explanations of nature's everyday phenomena.
- Weather**.....\$3.00
By Gayle Pickwell Newman
Common and uncommon phenomena, in fine photographs, charts and text.
- Child and Universe**.....\$3.75
By Bertha Stevens Day
Thrilling approach to nature study for parents and teachers.
- Nature Magazine (monthly)**...\$1.25 a copy; \$3.00 a year
American Nature Assn., Washington, D. C.
Designed to meet the varied interests of young people out of doors.

Hobbies and Things to Do

- The Children Make A Garden**.....\$1.50
By Dorothy Jenkins Doubleday
Clear, simple instructions for young children.
- New Ways in Photography**.....\$2.75
By Jacob Deschin Whittlesey
Many delightful suggestions and instructions.
- 25 Kites That Fly**.....\$1.00
By Leslie L. Hunt Bruce
Instructions for making and flying them.
- The Book of Indian Crafts and Indian Lore**.....\$3.50
By Julian Harris Salomon Harper
For boys and girls anxious to re-enact Indian life.

* Children's Books Suggested for the Summer Vacation.
Price: Five Cents

Book of Woodcraft.....\$1.00
By Ernest Thompson Seton Garden City
Stimulating guide by a famous nature-lover.

The Boys' Book of Camp Life.....\$2.50
By Elon Jessup Dutton
Concise and simple handbook of camping.

A Handy Guide to First Aid.....\$1.10
By James Carlton Zwetsch Whitman
A pocket manual of emergency aid.

Farm and Ranch

I Spend the Summer.....\$1.75
By James S. Tippet Harper
Simple little verses about young children's summer experiences.

Farm Boy.....\$2.00
By Phil Stong Doubleday
Humorous tale of a city boy's country visit.

On Our Farm.....\$1.10
Farmer at his Work.....10
The Farm in Pictures.....1.00
By John Y. Beatty and J. C. Allen Saalfeld
Photographic presentations of modern farming.

The Book of Cowboys.....\$1.00
By Holling C. Holling Platt
Informative, lively stories of cowboy life.

Cowboy Lingo.....\$1.10
By Fred Harman Whitman
A "Big Little Book" of cowboy information.

Cowboy Holiday.....\$1.75
By Helen Train Hilles Macmillan
How an Eastern family vacations on a dude ranch.

Uncle Bill.....\$2.00
By Will James Scribner
A lively summer holiday on a ranch.

Traveling

I Go A-Traveling.....\$1.75
By James S. Tippet Harper
Young children's traveling experiences in simple verse.

Clear Track Ahead.....\$2.00
By Henry B. Lent Macmillan
Clear, dramatic exposition of railroading, for young readers.

Trains, Tracks and Travel.....\$3.50
By T. W. Van Metre Simmons
Survey of American railroading.

Steamboat Billy.....\$1.50
By Sanford Tousey Doubleday
The Ohio River in a lively young tale.

Full Steam Ahead.....\$2.00
By Henry B. Lent Macmillan
An ocean voyage, in graphic story and picture.

'Board the Airliner.....\$2.00
By John J. Floherty Doubleday
Photographic survey of commercial flying.

Guardsmen of the Coast.....\$2.00
By John J. Floherty Doubleday
Photographic account of police and rescue work of the U. S. Coast Guard.

North America.....\$3.50
By Lucy Sprague Mitchell Macmillan
Dramatic and realistic stories picture a great continent, its work and its people.

Games For Every Day.....\$1.75
By Gabrielle Elliott and Arthur Forbush Macmillan
Indoor and outdoor games for all seasons. For groups.

In the Mail

The following two excerpts are from letters written in response to the article on "The Meaning and Management of Crying," by Dr. O. H. Mowrer and Dr. Willie Mae Mowrer, in the January issue of *CHILD STUDY*, in which they presented a special technique of spanking as an effective and harmless method of discouraging unjustifiable crying after a child has passed infancy.

"CERTAINLY I believe that crying ought to be discouraged after it has passed its period of usefulness. But the means by which crying is to be discouraged is the real question. It is true, I believe, that the child who uses as violent and aggressive a tactic as unjustifiable crying does so with some feeling that similar aggressive tactics may be expected from those around him. To this extent the child may accept the spanking as a just and reasonable method of terminating a form of behavior which he himself recognizes as intolerable. There remains, however, the danger pointed out in the 'Parents' Questions' of this same issue that the procedure of spanking may become too cut and dried and will be used in a situation which calls for a more thorough analysis.

"On the whole, I still feel that I don't like corporal punishment. But I feel, too, that I like it better than some of the subtle and more vicious forms of punishment which are administered by parents and teachers who are deprived, either by propaganda or by law, of the opportunities to wield the rod.

"Of course, both sides of this argument avoid the basic issue here which is 'What, after all, is the most important effect of punishment and in what quantities and under what conditions is it legitimate to use punishment at all?' Whether or not we should use spanking is not particularly important, I think, if our position is clear on this more basic question."

DR. J. Q. HOLSOFFLE, Chief Psychologist,
New Jersey State Hospital, Trenton, N. J.

"The article on crying by the Mowrers certainly gives one a great deal about which to think. Needless to say, I found my responses antagonistic to their point of view, and they seem to leave unanswered many of the claims which they set forth. Their early, sympathetic approach to the needs of infancy is so in contrast to the less fundamental and sympathetic approach to the later pre-school years that I found myself wondering what personal experiences had shaped their viewpoint."

MRS. JEANNETTE A. SLATOFF, Adviser in
Mental Hygiene and Parent-Child Relationships,
Bureau of Maternal and Child Health, Trenton, N. J.

News and Notes

Childhood Education Conference

The Association for Childhood Education will hold its forty-fifth annual study conference at the Netherland Plaza Hotel in Cincinnati, April 19-23, to discuss "*Current Opportunities and Difficulties in Childhood Education*." Much of the work of the conference will be carried on in small classes, devoted to the study of specific problems in administration, curriculum planning, teacher training, child guidance, subject matter teaching, and community relationships—to name only a few of the many courses offered. There will also be studio groups working in art, music, science, language, industrial arts and community excursions.

Parents' Magazine Awards

Parents' Magazine announces its choice of Dr. Susan Isaacs' *The Nursery Years*, as the outstanding book of the year for parents, and awards to her its annual medal. This excellent little book, which appeared earlier in England, was launched in its recent American edition by the Vanguard Press.

What Books for Children, by Josette Frank, Staff member of the Child Study Association of America, received honorable mention, along with *Fables for Parents*, by Dorothy Canfield Fisher, *Personality and the Cultural Pattern*, by James S. Plant, *Children in the Family*, by Harold H. Anderson, and *Childhood, the Beginning Years and Beyond*, edited by the Association for Childhood Education.

The medals for *outstanding service to children* have been awarded this year to Dr. Thomas Parran, United States Surgeon General, for his courageous campaign to stamp out venereal disease and prevent the many needless tragedies of infant mortality and congenital deformity caused by unsuspected or untreated syphilis; and to Irene Wicker, the Singing Lady, for her consistently fine radio program for children, which has been a favorite for more than eight years.

Better Parenthood Week

Better Parenthood Week is being inaugurated to link Child Health Day, May 1, and Mothers' Day, May 8, in a new, intensive drive to impress parents with their responsibilities to their children. In endorsing the plan Katharine F. Lenroot, Chief of the United States

Children's Bureau, said: "It seems to me that this week will offer additional resources for bringing before the mothers and fathers of this country helpful suggestions for improving the health and welfare of their children. It should also serve to bring to the attention of parents the developing services for promoting the health and welfare of children which are being made available under Governmental and private auspices." Better Parenthood Week is sponsored by *The Parents' Magazine*. George J. Hecht, its publisher, is chairman of a nationwide committee in charge of its observance.

Radio Health Conference

Leading British and American physicians, 6,000 miles apart, will confer via the radio on the subject of *Rheumatic Heart Disease*—the greatest menace to child health. This conference, the first international broadcast on a health problem, was arranged by the American Heart Association, New York City. It will be heard over the National Broadcasting Company, WEAf and the Red Network, on Monday evening, May 2, at seven-thirty o'clock Eastern Daylight Saving Time.

Lord Thomas Jeeves Horder, Physician-in-ordinary to the King of England, will open the conference speaking from London. Dr. Homer F. Swift of the Rockefeller Institute, New York City, and Dr. T. Duckett Jones of the House of the Good Samaritan, Boston, will then speak from Atlantic City where they will be attending the convention of the American Society for Clinical Investigation. Dr. William J. Kerr, President of the American Heart Association, will take up the discussion from San Francisco.

Rheumatic heart disease is now recognized as the deadliest and most crippling affliction of children of school age. Its annual mortality rate is seven times that of dread infantile paralysis during an epidemic, while every year it invisibly cripples thousands more. Close to a million persons in the United States have hearts damaged by rheumatic fever. This international conference-broadcast was planned in an effort to stimulate greater public interest and action in this major child health problem. It will acquaint doctors, and particularly parents and teachers, with the challenge of rheumatic heart disease, more dangerous because of the lack of knowledge of its nature and the difficulty in recognizing its early symptoms.

Child Welfare Conferences

The Child Welfare League of America will hold its Mid-West Regional Conference at the Knickerbocker Hotel in Chicago, on April 8 and 9, and its Eastern Regional Conference at the Benjamin Franklin Hotel in Philadelphia on April 22 and 23. The Southern Conference met in March in Atlanta, Georgia.

Audiences of Tomorrow

Four panel discussions on "Audiences of Tomorrow" were held in New York City on March 11 and 12 under the sponsorship of Junior Programs, Inc., in cooperation with The Parents League, the Child Study Association of America, The National Recreation Association and the Association for Arts in Childhood. Music, radio, theater, and motion pictures were discussed by educators, parents and representatives of the producing groups in an effort to discover what children of today are seeing and hearing, how it affects them, and how amusement standards might be improved for the future. Although considerable difference of opinion developed as to what children like and need, there was general agreement that standards of entertainment might be raised by education in appreciation and discrimination, and through enlisting the efforts of producers, parents, educators and young people to discover what the needs and desires of the public are and how they can be met. It was felt, too, that new forms of publicity could create larger audiences for the finer things in entertainment which are now being offered.

A Pamphlet Project

Under the auspices of the Child Development Department of Teachers College, Columbia University, a new series of short pamphlets about the adjustments of school-age children (to supplement the twenty-four pamphlets on the pre-school child which have already been published) is now in preparation. Parents of children from six to twelve are invited to cooperate on this project by briefly describing some of the problems which they have faced. A questionnaire for this purpose has been prepared, and those who are interested in submitting their questions, and also in receiving a free monthly bulletin containing general news of current interest to parents, are requested to write to Dr. Ernest Osborne, Teachers College, 433 West 123d Street, New York City.

In the Magazines

Rhythm in Living. By C. Madeleine Dixon. *Parents' Magazine*, March, 1938.

A plea for allowing children to develop at their own normal rate, free from babying and overprotection on the one hand, or overstimulation by adults on the other. Ways are suggested for helping the tense strained child who has been "stretched arbitrarily" by adults.

Cooperation or Authority in Home and School. By W. Carson Ryan. *Understanding the Child*, January, 1938.

Schools for the most part "seem curiously oblivious of the fact that families exist." If educators are concerned only with teaching skills, parents have little part in their work, but as schools expand their rôle to include a broader concept of education, parent cooperation becomes increasingly necessary. Intelligent methods of working with children and providing for their optimum growth require that we overcome the present separateness.

Are Children Vegetables? By Wilson Follett. *Atlantic Monthly*, February, 1938.

A provocative and controversial article which insists that our children are brought up in a state of "mental malnutrition," that their capacity for mental growth is seriously limited by our preconceived ideas of their capabilities; and that "to expect too much of our young is an impossibility." On the basis of his own experience as a parent Mr. Follett insists that our present standards for the child's intellectual performance are absurdly low and that ordinary children, intelligently handled, are capable of attainments which psychologists would rate in the genius class.

On Making Marriage a Success. By Laird T. Hites. *The Standard*, February, 1938.

Marriage is a personal relationship that is psychological in nature and is dependent upon cooperation for success. Although sex is the drive behind marriage, the establishment of a permanent home is the goal. In order to have a happy married life there must be an adjustment of personalities. It is important that there be a considerable degree of likeness between the two people and mutual respect and appreciation.

THE PARENTAL ROLE IN CHILDREN'S FRIENDSHIPS

(Continued from page 200)

ball game, he steers the toboggan for them when nine times out of ten the boys wish he would go home and let them have the fun of learning to do things for themselves. The father may be enjoying himself thoroughly, but he often spoils the game. Children do not play as freely in the presence of an adult as they do when they are alone. Think back to when you were a boy building a hide-away on the river bank: the planning that went into it, the excitement of finding furnishings, the secrets involved, the scheming, the richness that makes up the emotional life of a child. At forty-two we enjoy being close to something so spontaneous, but it can never be the same when we are around. Our attempt to participate would be a bit like opening an ant-hill; we are so eager to know what goes on there that we destroy it in the process of investigation. If you want to play with your son, do it more naturally. Play lotto with him in the evening, go for an occasional hike with him. There are family picnics, family parties, a dozen ways in which children and parents can have fun together. But don't try to be one of the gang, because you never can be. There are more vital ways of being his friend.

NO discussion of friendship can be complete without a consideration of solitude, the chance to develop a soul. Real solitude, the constructive kind that gives one an opportunity to get acquainted with one's self, is more and more difficult to cultivate in modern apartment life. This is different from being alone because you are unable to make friends. It means a healthy enjoyment of one's own company as an alternative to friends. The country child develops this ability naturally in his walks to school, his solitary work in the garden, his hours in caring for the animals. The city child has more and more difficulty finding such opportunities. Ideally a child should have his own room, a room where he can do as he wishes without supervision or censorship. Merely having a place where he can sit is not enough. It is not his room if it also is the sewing room and the breakfast room. He should have a place that belongs to him alone, where he can shut the door and live in a world of his own creation. Progressive camps often include such opportunities for meditation in their program. A healthy use of solitude is a possession that contributes much to inner harmony.

It would be difficult to discuss with any adequacy a topic as vast as children's friendship and hope to answer all of the questions that parents have in mind in relation to their own family situations. All one can hope to do is to present a method of approaching the problems. It is only after examining both your child and the social situation to which she is trying to adjust that one can tell you, for example, why your eight-year-old daughter plays only with four-year-olds whom she bosses. Are there any children her own age with whom she can play? If there are not, the fault is not hers. Maybe you ought to move to a place where she can find friends her own age. If that is not possible, perhaps you can form a play group after school for her. There may be other answers; perhaps you have so pampered her that she cannot adjust to a situation where she is not the queen bee. And what of your eight-year-old son who comes home with a bloody nose and torn trousers when you have repeatedly warned him not to fight? Are you fully aware of the adjustment children have to make in your neighborhood? Maybe you live on one of the streets where children have to fight in order to maintain their right to peace. It might be that he is a pugnacious child who has a grudge against life. There are no answers that will pertain to every child.

Parents have probably always been accused of not keeping up with the times. The situation seems to be more difficult for the parents now that youth has taken upon itself more aggressively the resolution of its own destiny. A very conservative family think they are insuring their child a background similar to their own when they send him to a well-known private school. They sometimes find that even here he has imbibed all sorts of ideas about belonging to a lost generation. He may decide to go on picket lines and join youth parades to Washington. His parents only work up considerable heartache for themselves if they protest simply because *they* would not have chosen such an outlet for him.

There need be no—or at least very little—conflict between you and your child's friends if you really understand him and the mores of his group, if you give him intelligent guidance in terms of his own future, yet always grant him the right to be an individual. But this same development as an intelligent individual gives him, also, the right to have an honest difference of opinion with you. If his choice is not a destructive influence, you should not interfere with it. You may not always approve of all of his friends or all of their actions, but what of it? Your parents probably did not approve of all of your friends.

SPECIAL INTEREST GROUPS

(Continued from page 210)

the rhythm and dancing classes and the out-of-door life in general. And just as the Music Camp usually includes the dance in its program, the Camp of the Dance gives music a prominent place on the schedule. The Theatre Workshop or Theatre Arts Camp for the upper-teen-age boy and girl is fairly well known. Here the would-be young actor or actress gathers with his fellows for the two months, July and August, and not only acts but directs, builds scenery, and plays before an audience. These camps happily include courses in body training and the dance in the program as well as ample time for swimming, tennis and hikes.

The second group of *special* camps includes those for the child who is handicapped physically or mentally and who needs a different type of program. Among this group are: (1) camps conducted by the special schools for the backward, mentally deficient or behavior problem child; (2) tutoring camps for the boy or girl who needs special help in his school work during the summer months; (3) camps for the child who suffers with speech difficulties; (4) camps for the crippled or physically handicapped child.

There is still a third field of specialization which I think should not be omitted here—that group keyed particularly to the interests of the older boy and girl, the boy or girl who has outgrown the routine camp program. Parents seldom realize the rare opportunity offered to their older sons and daughters in groups of this type. Can you imagine yourself as the boy or girl who will join a scientific expedition in the Zuni Mountains of New Mexico this summer to collect specimens for a museum, or build ships in the workshop of an old and famous New England school for boys, or take a vocational trip to Canadian mills, or motor in the British Isles and satisfy the appetite for adventure with a well-planned educational trip, or canoe for five weeks through the unexplored Laurentian Highlands with a group of fifteen boys?

I make little mention of the vacations abroad this year, but I wonder if you know of the well-supervised Caravan Trips planned for the older boys and girls in this country leaving from various places in the East and Middle West? And finally, there are the camps in the Rocky Mountains stressing Western life for the older boy or girl—actual participation in the ranch activities—and those camps at the seashore or on the lake which stress sailing and water sports.

ETHEL F. BEBB
Red Book Magazine



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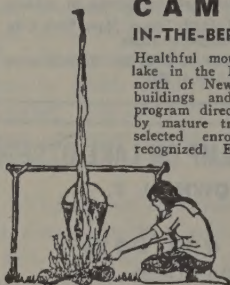
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